DOCUMENT RESUME

ED 145 716 FL 008 991

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TITLE The Convergence of Two Methodologies: Implementing Programmed Instruction.
PUB DATE 77
NOTE 20p.; Paper presented at the Methodology Workshop on Foreign Language Teaching (Indiana University, Pennsylvania, 1977)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Communicative Competence (Languages); *Grammar; Instructional Materials; *Language Instruction; Language of Instruction; Memorizing; Pattern Drills (Language); *Programed Instruction; Second Language Learning; *Teaching Methods; Textbook Evaluation
IDENTIFIERS *Berlitz Method

ABSTRACT

The applicability of a programmed methodology to a non-programmed text can result in a new approach to and definition of programmed learning. In seeking to resolve the present conflict between grammar and foreign language instruction by making the grammatical elements implicit to both student and teacher through a logically ordered program of instruction, a series of principles must be established that include: replacement of paradigms by "meaningful contiguity"; teleological rather than material arrangements of grammar; an orderly continuum of incorporating previously taught material in new teaching points and the classification of grammatical elements from the concrete to the abstract, from the relevant to least relevant; relegation of dialogue learning and rote memorization to a secondary role and incorporation of question-response techniques, description, histrionics, role-playing and selected visual aids; and the introduction of grammatical elements according to relevance, as needed, not held in reserve. Characteristics and highlights of two successful yet contrastive methodological prototypes, the text sponsored by the Modern Language Association, "Modern Spanish," and the Berlitz Language Schools of America, Inc., are chosen as models of study. Points of discussion include the respective approach of both methodologies to the use of the target language in the classroom; insistence on knowledge of formal grammar; academic versus commercial orientation; use of memorization, drills and related exercises; class size; and so forth. The programmation of grammar according to meaningful contiguity results in the use of grammar in language, not in addition to language. (Author/AM)

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The Convergence of Two Methodologies: Implementing Programmed Instruction

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The following considerations on the programmation of language instruction result from the perception of certain inadequacies inherent to the approach to the teaching of spoken Spanish taken by the Modern Language Association-sponsored text, Modern Spanish, a popular college-level text developed during the late fifties. The attempt to resolve these inadequacies involves the discussion of some attitudes and techniques employed by a commercial language program directed to a consumer whose interest in foreign language is by and large non-academic. The Berlitz Language Schools of America, Inc. (1) provides a stimulating and apt model for the comparison between the exigencies of commercial and academic programs and the manner in which these exigencies are met. It is time that academic language instruction consider incorporating what commercial language instruction has practiced for more than half a century. It should be noted for the outset that the MLA-sponsored text and Berlitz are chosen as models not because they are the sole representatives of their respective teaching philosophies, but because they are two important and commercially successful prototypes whose differences in approach invite comparison and speculation. More important, they are programs with which the authors enjoy a high degree of familiarity. This presentation seeks to resolve the present conflict between grammar and foreign-language teaching by making the grammatical elements implicit to both student and teacher through a logically ordered program of instruction. In a word, grammar in language, not in addition to language.

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In language teaching, programmed learning enjoys a high degree of popularity. What is generally understood by programmed instruction is "preparing materials in frames for programmed learning", which, in turn, may be defined as "Learning by means of materials that break up the task into minimal steps, requiring an active response for each step, and providing an immediate check on the correctness of the responses." (2) We would like to make clear that in referring to programmed instruction we do not mean a programmed text, cassette or teaching machine, but rather the programmation of grammar according to significant contiguity. That is, establishing a nexus of grammatical elements that complement

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one another in a situation common to daily experience. Two examples follow: (1) should twenty-five different types of food be taught consecutively in a vocabulary list, or is it better to teach a few foods in relation to the situation in which they are eaten, for example, in a role-playing scene at a restaurant where the words for foods combine with those for utensils and table items, meaningful imperatives, manners of ordering and tipping? (2) should the adverbs "still", "yet", and "already" be grouped together with other adverbs, or would it be more productive to teach them with the present perfect indicative?

There are many things a programmed text or workbook cannot do. It cannot correct pronunciation; in cannot ask the number or variety of questions per class hour that a teacher can; it cannot encourage the use of role play and histrionics; and ultimately, it is slower that the spoken word. Turning the pages of a text book to verify a response is slower than the teacher's prompt correction in the immediacy of the classroom situation.

The following brief assessment of the two models under consideration prefaces the discussion of the principles of programmation necessary to re-structure and supplement the materials in Modern Spanish according to two concepts which the authors consider basic to teaching a foreign language: exclusive use of the target language, and replacement of grammatical explanations in English by employing question-response, histrionics, role-playing and selected visual aids, techniques dependent upon designing the lesson so that grammar, vocabulary and practical situation complement one another naturally.

A brief description of a commercial approach to langauge teaching

The Berlitz Schools of Languages of America, Inc. and the Société Internationale des Ecoles Berlitz, S,A. were unified in 1967 as a subsidiary of Macmillan, Inc. The parent company has a long history of involvement in the commercial aspects of education, including the publication of textbooks, education by correspondence and specialty commercial education. An active interest in the techniques of programmed instruction characterizes a number of Macmillan's activities.

At present the subsidiary, Berlitz, is a world-wide chain of language schools whose principal focus is language instruction for business and professional

clientele. The methodology is essentially the same for all languages and the present or projected popularity of a particular language tends to condition the amount of preparation and expenditure that Berlitz dedicates to that language. Financial success, commercial orientation, general adaptability to the idiosyncrasies of any language and preparation based on necessity are the factors that determine teacher preparation, adaptation of material to the student's needs, the ambiance of the classroom and the structuring of the program.

The student-

The typical Berlitz student is often from a medium to high income bracket. His interest in language is non-artistic, utilitarian in nature. He needs to know the language in order to travel and communicate in commercial or professional affairs with clientele, employees and competitors. The very nature of the student's interest suggests a naive response to language instruction, typified by the businessman, long separated from any high school or college language experience, even further from the knowledge of grammar or linguistics. He is not a college or high school student with time to spare for memorizing vocabulary and applying grammatical rules. He must know how to speak the language as quickly as possible, and is willing to pay well to do so.

The instructor-

Berlitz employs those instructors who can adequately perform the teaching function and be payed at a minimum. The prerequisites are native proficiency, a middle-class level of culture, imagination and vivacity. The decisive relationship between the Berlitz students and the Berlitz teachers is that neither is necessarily acquainted with more than a minimal understanding of the grammar of the language he teaches or is learning. The methodology presupposes no comprehensive knowledge of grammar for either instructor or student.

Training of instructors-

The economic status of the instructor and the unifying factor between instructor and student- the lack of a formal knowledge of grammar- are important considerations in teacher preparation. Since Berlitz hires native speakers of middle-class education it pays only for preparation in methodology. Although many Berlitz instructors have had some college education, Berlitz does not pay more for advarced degrees. The amount of time and effort dedicated to teacher preparation is governed by two factors: (1) Berlitz does not normally pay its instructors to learn the methodology; (2) Berlitz must pay someone to train a new instructor.

Often methodology is simply taught by an experienced Berlitz instructor rather than by a specialized methodology teacher, and is frequently taught to more than one new instructor at a time, the group often being composed of instructors who will teach different languages. The lack of previous teaching experience on the part of the instructor and the relatively scant amount of time and money dedicated to his preparation demand a methodology that can be rapidly taught and assimilated.

The materials-

The teaching materials vary according to the length and intensity of the course and may be adapted to fit special needs for particular students. A basic course provides the instructor with a language-teaching manual keyed to an illustration manual, and the student with a series of cassettes and a workbook. Although group programs are sometimes organized, the ideal of Berlitz instruction is one instructor to one student. The student may take any number of lessons at one time (to include a full day of classes in the Total Immersion program) and may choose from a variety of programs, depending upon his needs. The period of instruction is forty minutes in length, with five-minute intervals between classes, during which the student and teacher may converse in a non-target language. In the classroom only the target language is spoken and classes can be monitored by microphone to insure than the teaching is successfully carried out in the language that is being taught.

The atmosphere of the Berlitz classroom is formal and business-like, but is not intended to be austere or embarrassing. The teacher keeps an accurate record of the student's progress by making an entry on a form card for each lesson that shows how far the instructor has gone in the Manual. This serves two purposes. It gives the instructor an impression of how quickly the student is assimilating the material by the number of lessons dedicated to each chapter in the Instructor's Manual, and it shows an alternate instructor how far the student has progressed in the language, since it is not unusual for the student to have more than one instructor during the program of instruction.

In the case in which a teacher has more than one student with different degrees of aptitude for languages, he attempts to use the student who advances more rapidly as a medium for the slower student, addressing new and difficult teaching points first to the former, so that the latter may observe and assimilate the material more readily. When necessary, he modifies the material directed to the slower

student to stimulate his comprehension and confidence, building gradually and logically from easy responses to more difficult ones. When the instructor has more than one student, he encourages them to interact. It is important to note, however, that the dialogue between the instructor and the student is not "free conversation" but a carefully programmed series of stimuli and responses which the instructor initiates and controls according to the teaching points outlined in his Manual. The instructor must be careful not to deviate excessively from the Manual, at least initially, or he will soon find that he has lost contact with the programmed logic of the Manual. He will lose track of what he has taught, and subsequently, will begin to ask the student questions that he is unable to answer, causing consternation in both parties. Once an instructor has mastered the logic of the Manual, he may intercalate teaching points of his own, as long as they do not upset the basic order of the instruction.

The structure of the Manual-

It should be apparent from the above that the mastery of the Instructor's Manual is the heart and soul of the methodology. The instructor who has become thoroughly acquainted with the Manual is constantly aware of what he is about to teach and how he is going to teach it. If he becomes confused or lost, he can immediately refer to the Manual before him for what he is to teach next and for hints on how to teach it. It also shows him what illustration he should use in the illustration manual to accompany his instruction and concretize the lesson. More important, by becoming familiar with the sequence of teaching points, he intuitively knows what he has already taught (what the student knows, or should know already) so that he can build upon a solid foundation, and at the same time, review previously covered material.

Since only the target language is spoken in the classroom, and grammatical explanations (even in the target language) are practically nil, the structure of the Manual must be such that it provides that instructor with an ordered series of steps whereby he uses the illustration manual, intonation and histrionics, coupled with his own imagination and familiarity with specific techniques, to achieve the student's comprehension of the new material presented. The instructor uses the new material as a mnemonic device for previous teaching points by incorporating what has already been learned into the presentation of what is about to be learned. The student experiences the process of learning the new language as an orderly continuum, a chain of significantly related epiphanies, in which he

participates, not simply as a passive observer, but as a collaborator in the re-creation of the language from its most elemental forms to the complexities of present-day speech patterns.

Two important principles of structure in the Manual are (1) the movement from concrete to abstract elements, and (2) teleological, rather than material, juxtapositions of grammatical elements. An example of the first principle may be seen in the introduction of modal verbs in the negative, rather than in the positive: what one "cannot do" (for example, touch the ceiling) or "does not want to do" (tear up a ten-dollar bill) or "must not do" (arrive late to class) can be shown more graphically than what one "can do", "wants to do" or "should do". Once these modals have been made concrete through the negative, they can now be used in the more abstract positive values by way of contrast and reinforcement. Finally, they may be related one to another: the student is asked what he "must do" if he "wants to do" something else, etcetera. The movement from the negative to the positive to the related use of modals is from the most concrete to the more abstract usage.

In the juxtaposition of grammatical elements according to teleological, rather than material, similarities, a relationship of meaningful contiguity or function is sought among the elements. The Spanish future and conditional tenses have traditionally been taught together because of similarities of formation. In the Berlitz method they are taught separately and in relation to the speech elements that would normally accompany them. The future is taught with its accompanying adverbs and future time situations. It is then related to the present subjunctive in dependent clauses beginning with "when" (When you go to Mexico, what will you do?). The future is then shown in its role of probability (Will you visit Acapulco, maybe?) This provides a smooth transition for the use of the future tense to show probability in the present (¿Será él?) Once again, the movement is from the most concrete, most easily demonstrated usage to the most abstract usage. The conditional, on the other hand, will normally be introduced in relation to the imperfect subjunctive in contrary-to-fact situations which contrast with present indicative factual situations (Do you have a million dollars? You don't? If you had a million dollars, what would you buy?) Structuring according to the principle of function avoids the mechanical memorization of paradigms or categorical lists of vocabulary words. The governing principle in introducing the new element is its relationship to the situation at hand, not its similarity to a particular grammatical category that may appear within the situation. In brief, metonymy supercedes metaphor in

the structuring of the Manual.

Teaching techniques-

Although teaching techniques vary somewhat according to the experience and innovativeness of the instructor, as well as to the specific nature of the material being taught, the exigencies of teaching solely in the target language and according to the order set forth in the Manual require the employment of some techniques and the abandonment of others. To some degree, the type of clientele (busy people with little spare time or inclination for "brute" memorization) precludes the type of exercise that depends on "automatic recall", that is to say, memorization of dialogues, prose passages, paradigms or long vocabulary lists. Because the structure of the Manual depends upon the interrelationships of grammatical elements within a given situation, and not upon formal similarities, patterned response drills and item substitution drills are discouraged. When used, they generally occur in a series of related contexts, rather than pursued tediously through a number of repetitons whose only relation one to another is the variation of the same syntactical element in the utterance. Obviously, translation drills cannot be used. Pronunciation drills are kept to a minimum, since the instructor is constantly providing a model for good pronunciation and correcting the student's mistakes immediately. The standard technique for the Berlitz methodology is question and response. The student is taught to ask and answer affirmative, negative and interrogative-word questions from the first lesson. He is taught both short and long responses, which the instructor may ask him to vary, according to what the instructor wishes to emphasize or practice. The question-response formula is puntuated by descriptions which serve to recapitulate teaching points and allow the student to narrate. The question-response and description excercises are keyed to illustrations or to the histrionics of the student and instructor. Gestures, intonation and mimicry are employed both as teaching and as mnemonic devices. The student is encouraged to follow the instructor's example in using these techniques. As the student advances, more emphasis is given to role-playing situations, in which the instructor first introduces the material descriptively, then initiates the role-playing by assuming the dominant position in the transaction, later switching roles with the student so that he will have the oportunity to act in both roles. The recorded tapes and workbook are considered out-of-classroom activities. The tapes allow the student to review what the instructor covered in class, but are not meant to substitute personalized, direct instruction. Literature, if used, is generally reserved for advanced students, and consists in readings from the workbook, magazines, newspapers or technical material, rather than creative literature <u>per se</u>.

An academic approach to language learning: Modern Spanish

The student's interest in undertaking a beginning language is usually influenced by one or more of the following factors:

1) a university requirement
2) related to his area of specialization
3) used for travel and/or study abroad
4) to pass special examinations
5) general interest and curiosity

Thus, it is possible to have in the same classroom students whose goals for studying the language are different. How, then, in such a situation can the goals of instruction meet the diverse demands made upon it? Generally, it can only be done by offering a smörgasbord of instruction --something for everyone: conversation for Peter, literature for Paul, language for Mary, and grammar for us all.

In the classroom the student, when introduced to the elements of the target language, often manifests signs of anguish, anticipation, confusion or boredom. He is now in a learning situation where he is no longer in control of the strange material put before him; he is wide-eyed and on guard, for he knows he may be called on next. He fears making a mistake in front of you, the teacher, and, worst of all, in front of his peers. The student knows that he is intelligent yet he comes across looking and sounding foolish. At this point, he begins to feel that both you and his peers doubt his native intelligence when he errs for the third time in using a verb tense incorrectly. He will withdraw from further classroom activity if there is no countering reassurance from the teacher. How, then, is it possible for the student to remain in the learning seat and yet feel in command of the material?

In 1952 the Foreign Language Program of the Modern Language Association entertained these two questions as it searched for a way "to invigorate and improve language instruction on one hand, and, on the other, to give the American people such pertinent facts as it can discover." (3) The MLA text's concept and approach to beginning language instruction as we know them are the results of this ambitious project undertaken in the late fifties, with support from the Rockerfeller Foundation. From this project emerged the highly innovative, now standard, textbook, Modern Spanish, which sincerely challenged the more conventional methods of language teaching. The MLA project undertook from 1956 to 1958 to produce an up-to-date introductory textbook that would be suitable for the academically-oriented student in a classroom where outside study would be required in addition to work in the classroom. In the founding stages of the project, the goal of this elementary program of study was to embrace an audio-

lingual approach to language learning, where both constant oral practice in the classroom and recommended laboratory work were ultimately to lead to the oral mastery that would be the foundation for advanced training in oral expression, comprehension, reading and writing.

The project had a good test area, Harvard University, where Dwight L. Bolinger, a member of the Working Committee responsible for the actual composition of the text, successfully integrated it into the program of study for Spanish. It rapidly spread to other universities around the country where it gained acceptance among a great number of educators. To what does Modern Spanish, now in its third edition, owe its popularity? What follows is a descriptive evaluation of the methodology on which the MLA-sponsored text is based.

The prescribed classroom is one of "manageable size", lasting a maximum of sixty minutes, meeting anywhere from three to five times per week or for a total of 300 hours per academic year, including laboratory work. The students are of "college age" and classroom activity is structured, for the most part, around the textbook. The textbook is composed of twenty-four units, each of which is divided into four parts, the first and most important of which is the dialogue. The dialogue is the center of each unit and is said to reflect quasi-normal conversation to be found in such everyday situations as a telephone conversation, a traffic jam, a visit to the doctor, university life and politics, etcetera. All twenty-four dialogues stress American rather than Peninsular Spanish and emphasize conversational or spoken Spanish as opposed to a literary form. Each dialogue is to be memorized in its entirety as "memorization must take place as a prelude to everything else in the unit. Students must memorize them. To abandon memorization is to cut the heart out of both the method and the text." (the underlining is original to the text) (5)

The justification for rote memorization of twenty-four dialogues, differing in degree of length and complexity, is that "memorization . . . is inevitable; no methodology can avoid it." The student is encouraged to repeat entire sentences fabricated by someone else and which have a pedagogical, rather than meaningful, relation to the student. It is highly atypical that students, after completing a year's study of Spanish, will find themselves embroiled in such dialogue-featured situations as a funeral, winning the lottery, a kidnapping, and the problems of adolescence. Once exposed to a new dialogue, the meaning and novelty of the situation are often exhausted after blindly and faithfully repeating the model sentence, no matter how meaningful these "full utterances in contextual relationships with each other" are said to be.

At no time is the student encouraged to create his own dialogue with fellow students or the teacher, a dialogue which would be more meaningful to him on a daily, personal basis. At no time is the student challenged to construct dialogues more imaginative than those manufactured for him by the text.

Each dialogue is accompanied by its equivalent English translation on the same page so that students may compare English and Spanish phrases and structures. "Cultural notes" are featured at the end of each dialogue. The dialogue is generally divided into sections and taught over a period of days. For oral practice, individual sentences are broken into smaller fragments which students, imitating the teacher in pronunciation and intonation, repeat first in chorus and then individually; as the fragments are pieced together, they work towards reproducing the dialogue. That portion of the dialogue which has been learned one day and reinforced at the language laboratory is orally tested at the beginning of the next day's class to verify if it has been committed to memory. Dialogue verification also allows the teacher to check on individual pronunciation.

Once the dialogue has been mastered, it is not discarded but used to reinforce pronunciation, introduce grammar, to provide reading and writing exercises, and a set of three basic drills: substitution, response and translation. The importance placed on pronunciation is seen in the first unit which provides a technical and phonetic description of the sounds of Spanish. This unit also contains a dialogue of "Useful phrases" to which the rules of pronunciation are to be applied. The insistence on pronunciation is worked into units One through Eleven.

Grammar is "presented inductively, with summary statements given <u>after drill</u>" (6) and is introduced by examples taken from the dialogue and then followed by a chart containing the form(s) to be drilled. The teacher initiates a substitution or patterned response drill with a model, asking the student to repeat the model. Accordingly, the student will either substitute one word or phrase for another or give an appropiate response to the question asked of him. The drills are tightly constructed so that there is generally but one correct answer available to the student. This format allows him to feel in command of the material while the closed structure of the drills prevent him from straying from the model sentence, and helps him "to realize that his task is to over-learn correct patterns of Spanish". (7) The learning of grammatical and other linguistic concepts is a follow-up to classroom oral work.

Translation drills are conceived of as being "contextual" in meaning and are based on either a particular grammar section or on dialogue-related material. The translations are English to Spanish and never Spanish to English. The method espouses no philosophy regarding the use of English either in- or outside the classroom. It's only dictum is that it "be used sparingly as a device in teaching reading".

One of the remaining three elements which make up a unit is review drills, which seek to test students on usually no more than one given element from previous units. As the method itself contains no built-in review system, this drill serves as the only link between one unit and the next. In units Eight through Twenty-four are to be found "Guided Conversations" which are based on the dialogue of a unit and provide the student with an exercise in "quasi-liberated conversation", where his responses are controlled almost verbatim and are restricted to the prefabricated situation in the dialogue. His task is to fill in blank spaces of a conversation "with appropriate passages from the main dialogue".

The last element of units Four through Twenty-four is a "Reading" in narrative or dialogue form which re-introduces phrases and situations from the dialogues by adapting them to different settings. They may be read aloud by the student for oral practice or by the teacher to the student to test listening comprehension.

Preparation outside of class is required of the student in two areas: the language laboratory and the workbook, Writing Modern Spanish. The laboratory serves the student in two ways: (1) to complement and reinforce with "native-quality rendition" his command and understanding of dialogues and drills; (2) to reinforce pronunciation and related exercises in units One through Eleven. The amount of time to be spent in the laboratory depends on the rate at which the student is able to assimilate the material. The workbook provides additional homework as it seeks to "confirm the student's understanding of particular structures while giving him practice in the writing of correct Spanish." (8) Upon completing each unit in Modern Spanish, students are to do the work corresponding to that unit in the workbook. The workbook is chiefly an extension and review of the textbook drills, and consists of filling in blank spaces. It also includes a dialogue-based dictation exercise allowing the students to reproduce in writing the sounds of the language. Answers to all exercises are provided in the back of the workbook for quick verification of the written form.

It must be pointed out that one theme runs central to the textbook: the inductive-

ness of the method. The expectation is that by exposing students to concrete items of grammar in a contextual setting (the dialogue), they will be able to apply them in a general or abstract form of speaking and writing, after running through a set of basic drills. The student's introduction to grammar must first occur in the classroom in order for the inductive method to be effective. Thus, it is the rote memorization of dialogues and the repitition of drills in the classroom (and later at home and in the laboratory) which allow the word "inductive" to describe this particular method of language instruction. In learning the dialogue, a student is overwhelmed by the litany of repetition and he is not asked questions on what he is repeating, simply because (1) he does not know the grammatical meaning of what he is saying and (2) he does not know how to use the new material (verbs, nouns, idioms) he is carefully vocalizing.

The method does not require that the teacher possess a working knowledge or training in the area of linguistics. What is required, however, is a solid command of English grammar and syntax, so that terms employed by the textbook, such as "imperfect", "preterit", "gerund", "demonstrative", and "relator", may be explained in relation to the section of grammar they introduce. Such terms are more often than not unfamiliar to the average student (even "of college age"). The study of English grammar at the primary and secondary levels no longer requires the student to be familiar with these terms. In the late fifties when the textbook was in the planning stages and during the late sixties when the first edition was in use, English grammar was still taught and required of students, and this textbook's insistence on grammatical explanations and terms posed little problem then for both student and teacher. It has been seventeen years since the first edition of Modern Spanish and the text does not take into account that today's student "of college age" is puzzled or intimidated by the abundance of grammatical rules set before him. Therefore, the introduction of these terms (often without definition), followed by a "discussion" of them in English at the end of the grammar section (always related to its equivalent structure in English), presupposes that the student is familiar with English grammar and syntax. Since the student has little concept of what a predicate nominative is, or the difference between an adverb and an adjective, it becomes incumbent upon the teacher to preface Spanish grammar with an explanation how these parts of speech function in English grammar, prior to introducing the material. At this point in the cycle, the teacher is apt to realize that his attempt to teach language is being undermined by having to teach grammar as well. The Instructor's Manual counters that teachers must be "willing to declare the study of

grammar a homework task . . . so that students can assimilate [the grammar discussions] on their own, but [the teacher] should not go into lengthy explanations." (9) The discrepancy between theory and practice here is annoying. Grammar is to be "presented inductively" and not to be taught, yet experience shows that this is not the case. Grammar must somehow be acquired, be it inside or outside the classroom, in order for the method to work. Why is this point so blithely swept under the rug? If the grammatical elements were made implicit to the student, this would not be the case. It is indeed an exercise in frustration to teach language and grammar independent of one another, with the expectation that they will somehow come together to solve the puzzle presented to the student, and that as a result of integrating them both, he will exercise an aural-oral command and understanding of the language.

A student's performance is evaluated by use of oral-written quizzes, twenty minutes in length and administered, in the initial months of the course, once a week. A typical quiz is modeled after the textbook drills and consists of from four to five parts which may include the following: dialogue verification, listening comprehension, (item) substitution drills, transformation drills and a translation exercise. If a classroom were of "manageable size", some parts of the quiz could conceivably be done orally.

The class schedule below typifies the distribution of material and details the lesson plan to be taught and the student's laboratory assignment, with the corresponding time for the tapes.

Date	Material to be covered	Lab tapes
Friday, Oct. 10	Oral-written quiz. Dialogue 8, part II. Section 34.	673, 674 (32:02)
Monday, Oct. 13	Test dialogue 8, parts I and II. Dialogue 8, part III. Section 35. Pronunciation exercise, pp.119-120. Patterned response review drill, p.115. Reading, pp.115-116.	None
Tuesday, Oct. 14	Test Dialogue 8. Dialogue 9, part I. Section 36.	676, 679 (31:21)
Wednesday, Oct. 15	Test Dialogue 9, part I. Dialogue 9, part II. Sections 37 and 38. Begin Section 39.	677 (20:45)

The method makes no mention of the use of literature. However, the more imaginative teacher will be able to successfully integrate literature into the course. The authors of this paper contend that literature be used to complement Modern Spanish as a device for teaching language, not literature per se.

The method makes no mention of the use of visual aids (films, slides, pictures) to complement classroom learning, and the use of histrionics and role play are mentioned only in connection with the dialogue (imitating the teacher's voice). Histrionics is not mentioned as a teaching device for grammar.

Modern Spanish is designed for teaching during the academic year and is not suitable for intensive teaching or for "crash" courses, due to the amount of material to be memorized.

The method does not mention the use of peer learning as a teaching device which permits a student who assimilates material as a faster rate than another to aide his peer in understanding difficult points or concepts of grammar.

Convergence of Two Methodologies

The preceding descriptions of two modern methodologies brings to light a number of key matters in contemporary language teaching that must be taken into consideration when planning a program of study.

(1) Current emphasis on spoken foreign language in the context of daily situations rather than translation or creative literature. Reading and writing the language are subsequent goals.

(2) Lack of grammatical preparation in non-target language --the need to make the study of grammar organic to the study of language.

(3) Resistance to rote memorization and exercises or drills that show no progression or relationship to one another. The need for innovative mnemonic devices to replace rote memorization.

(4) Tendencies toward the exclusive use of the target language in the classroom.

(5) Smaller classroom size and more time alloted to each student.

A brief scanning of the above points reveals their most salient characteristic: interrelatedness. It is unproductive to try to solve one problem without directing attention to the others. For instance, a programmed text or teaching machine can

teach the material by using the target language, but does not provide a satisfactory means of practicing conversation in daily "transactions". Similarly, a course which relies on simplifications of grammatical terms may partially treat the student's lack of familiarity with grammar in his own language, but is ultimately metalinguistic in nature. It diverts both the attention of student and teacher away from language in everyday context and instead encourages them to talk about grammatical concepts. Memorization of complex dialogues necessarily involves the use of non-target translations to provide meaning. It is clear from the above examples that the interrelatedness of the problems at hand demands an organic response.

As in any problem-solving situation, a series of principles must be established in overcoming these problems:

(1) The ordering of grammatical elements from the concrete to the abstract. If language is to be taught in the target language, meaning must first be achieved through "visual" perception. Visual aids, gesture and histrionics are devices that depend upon concrete examples.

(2) Meaningful contiguity in the arrangement of grammar and vocabulary. Categories of speech must be arranged in contextual rather than paradigmatic relationships. A verb tense should be accompanied by adverbs relating to the tense and by pronouns, nouns, adjectives and prepositions that might normally accompany the verb within a given context.

(3) Interdependence of new concepts and material taught previously. For the principle from concrete to abstract to function properly, there must be a continuum of knowledge. What is abstract becomes concrete only by virtue of its relationship to something which is already concrete. The original concretation is generally made by meaningful association with something common to empirical experience. A new element is made concrete by linking it contextually with an object or concept that is understood concretely. This new element now becomes meaningful because it shows the concreteness of the original object. It is imperative to recall the concrete object in order to teach the more abstract concept. It is sometimes necessary to recall a series of associations from concrete to increasingly abstract, in order to render new concepts intelligible. As complexity increases, it is important that previously learned material be reviewed so that the series of associative links remains strong. This is why the presentation of new concepts necessarily incorporates review of previous concepts. The continuum of elements must be rigorously logical, so that the teacher is always aware of what the student knows. He must avoid using concepts unknown to the student in presenting ideas. The logic of this continuum is related to the preceding principles of abstract-to-concrete and to meaningful contiguity.

(4) The ordering of grammar from most important to least important. The traditional paradigms must be replaced by selection according to relevance. Since irregular verbs are frequently the most common, they should not be held in reserve, but introduced in conjunction with regular verbs.

(5) Dialogue with the teacher and interaction among students. In normal conversation, a specific personal response is created to answer a specific question. The variability of responses cannot successfully be imitated by memorizing someone's dialogue. The student must be faced with asking and answering his own questions and making his own statements to familiarize himself with the processes of metaphorical and metonymical selection in the new language.

(6) Limitation of classroom size. The number of questions and reponses per class hour varies directly according to the number of students per class. In order for the material to be introduced in a meaningfully structured manner, the teacher must channel the dialogue. This shows the inherent weakness of methodologies in which the student studies by himself, using tapes and slides or programmed workbooks, or in the company of his peers: (1) the teacher is not there to immediately moniter and correct the quality of the response; (2) a machine or programmed workbook cannot provide the interesting variety of situations necessary to the learning of conversation, nor is it rapid enough to solicit an adequate number of responses per teaching period. The programmed machine or text ultimately divorces the student from the demands and delights of human contact, and produces the ennui inherent to premasticated instruction. How academic institutions and teachers respond to the necessity of smaller classrooms and more individualized instruction will determine their future success in language teaching. It should be pointed out that while the natural sciences are unabashed in limiting the number of students per laboratory section, language departments are loathe to admit to the restrictions necessary to teach spoken language effectively. How many eyes can observe a slide through a microscope in one hour? How many students can a language teacher effectively communicate with per hour?

The above principles, reflected in the arrangement of the Berlitz Teacher's Manual, are, for the most part, absent in Modern Spanish. As shown previously, the structure in Modern Spanish depends upon the dialogue, which is only intelligible to the student through the English translation. Because their aim is to imitate the patterns of "quasi-liberated conversation", the dialogues do not reflect the progression from concrete to abstract either within a single dialogue or among dialogues. The initial dialogues contain elements that are as abstract as the final ones. There is no interdependence of one dialogue upon another; the repetition of vocabulary and expressions is random, as it is in normal complex speech patterns. The vocabulary introduced is common to everyday speech, but is not ordered from most to least important, and does not relate specifically to everyday "transactions". The time taken during class for teaching the dialogue, explaining

grammar and doing drills allows no time for using the elements of the dialogue in directed conversation. Thus, the only contexts in which the student uses a word or expression during class are the dialogue and the grammar drills. Conceivably, then, a student might use an important word or expression in only a few contexts, almost never his own. The reliance upon English translation for meaning in the dialogue encourages the use of English in the classroom and renders histrionics, gesture, role play and visual aids ineffective in the method. The mnemonic value of visual reality is lost almost entirely.

The arrangement of grammatical elements in the textbook relies upon the following patterns of logic:

(1) Explanation of a point of grammar following its inclusion in a dialogue.

A point of grammar is sometimes included in the same unit where the dialogue introduced it for the first time. But frequently the element appears in dialogues long before it is explained in the grammar section. For example, sections 77,78,79 and 80 deal with reflexives which are used extensively in Dialogue XIV, but are also used frequently throughout the preceding dialogues. The separation of the grammatical explanation from the context in which it first appears, leads to improper usage and confusion. Often key points of grammar are postponed (por and para) until after they have already been learned or mislearned.

(2) Paradigmatic or categorical juxtapositions. For example, the Future and Conditional tenses are taught consecutively in sections 115 and 116. Additional progressives and Additional perfects are lumped together in sections 117 and 118. Also, all cardinal numbers above ten occur in section 29; days, months and years are taught together in section 50. A number of problems are intrinsic to paradigmatic juxtapositions. One danger is that such juxtapositions tend to confuse the student because they lump together elements that are formally similiar, varying only in the inflexion or ending. The teacher is aware of the importance of the small semantic indicators, but the student is not. He observes little difference between the present indicative tense and the preterit endings and tends to dismiss them as picayune, especially since looking at the paradigm does not force him to verbally cope with the change in stress. He sees only the accent mark. The relationship of one paradigm to another is purely formal; it does not reflect the meaning of one tense to another tense. Hence, it can create no meaningful context. The conditional tense is not normally used in conjunction with the future, even though they are similarly formed in Spanish, and show similiar anomalies.

Categorical juxtapositions such as grammar sections or vocabulary lists create the same set of problems. They fatigue the student with a superabundance of one kind of word. Where a few examples of utensils, countries of the world or prepositions might serve to create an interesting situation, a plethora of the same produces tedium.

(3) Confusions arising from equivalent translations in English. Examples of this are: section 15, ser vs estar; section 54, imperfect vs preterit;

section 134, por vs para; section 135, Equivalents of English modifying nouns. The classic sets of difficulties involving ser/estar (to be), por/para (for) and the imperfect/preterit are the direct result of translation into English, where Spanish distinctions in meaning are not formally evident. A method like Modern Spanish does not recognize that juxtaposing the grammatical elements only leads to confusions. A native speaker does not normally confuse these categories simply because he does not regard them as conflicting. He learns their various meanings and usage with regard to context, not in relation to one another. A more logical attitude would be to separate them, teaching specific uses of each as needed.

The above patterns of logic in ordering points of grammar, together with lack of progressive structure in the dialogues, are the factors that promote the use of English and reliance upon paradigmatic, rather than contextual drills, and subordinate conversation to litany.

It may be asked at this point what changes in the structure of the MLA text are necessary to achieve the goals of exclusive use of the target language in the classroom and avoidance of grammatical explanations that involve a previous command of grammar. Having in mind the principles of instruction outlined above, the authors suggest the following changes:

(1) Rewriting and ordering the dialogues according to their degree of complexity. Dialogues would be presented after their context is introduced and understood, and they could serve to initiate role-playing situations.

(2) The sections of grammar must be rearranged to stand in relationship one to another and in order of most important to least important. Key points of grammar are to be introduced when needed and not introduced before they may be understood. Deletion or recombination in many cases will be necessary, and the avoidance of paradigms is inescapable.

(3) Question-response, description, role play and student interaction will replace translation, substitution and patterned response drills. "Guided Conversations" will not be necessary as the class is based on on directed conversation. Readings, like dialogues, are presented only when their content can be readily assimilated and understood, without translation.

(4) The authors contemplate the use of audio-visual aids, sequenced to complement classroom activity, e.g. an illustration manual keyed to a series of tapes that also provide progressively difficult listening comprehension exercises. Writing exercises will initially be accompanied by tapes and will later recombine learned grammar and vocabulary in the creation of dialogues and exposition. Readings are initially introduced to develop the ability to link the sounds of the language with the written form, and to provide new context and amplification of material already presented.

(5) A chapter consists of a number of teaching points in addition to a final review or recapitulation of material taught. The number of class hours per chapter is not rigidly filled. Emphasis is on the quality, not quantity, of the material covered.

(6) Attendance is mandatory. Required participation in class is essential since grammar is not learned outside of class. The grade is based largely on attendance and participation, not on periodic quizzes and final examinations. The emphasis on participation requires that the class size be limited to no more than six students per class hour.

The principles of programming a methodology applied here to MLA's Modern Spanish are regarded by the authors as universal and appropiate to any methodology where the shift of emphasis is from English-based grammatical explanations and rote memorization to intensive language instruction where directed conversation and interaction between student and teacher is desired.

FOOTNOTES

(1) "Berlitz", "Total Immersion" and "Socialité Internationale des Ecoles Berlitz, S.A.", are Registered Trademarks of the MacMillan Corporation.

(2) Robert Lado, Language Teaching: A Scientific Approach, McGraw-Hill, Inc., 1964, p.20

(3) William R. Parker, The National Interest and Foreign Language, third edition, (Washington, D.C., 1961), p.93, quoted from Instructor's Manual for Modern Spanish, third edition, Harcourt, Brace, Jovanovich, Inc., 1971, p.1

(4) Modern Spanish, third edition, p.XlV. A class of "manageable size" is not specified. The authors feel that the ideal class is from five to ten students.

(5) Instructor's Manual, p.12

(6) "Introduction" to first edition of Modern Spanish, taken from third edition, p. XV

(7) Instructor's Manual, p. 11

(8) Writing Modern Spanish, p.V

(9) Instructor's Manual, pp.11-12